Course Title:

**Understanding Governance — Constitutional Context, Institutions and Practice**

Programme​ ​in​ ​which​ ​it​ ​is​ ​offered:​ **​**

**MA Public Policy and Governance**

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| **Course​ ​Category:​ ​Postgraduate Programme Schedule​ ​of​ ​Offering:​ ​Semester​ ​I**  **​ Course Credits:​ ​[4]**  **● Lecture:​ ​[4 ​hours​ ​per​ ​week]**  **● Tutorial:​ ​[1​ ​hour​ ​per​ ​week]**  **● Practical:​ ​[none]**  **Contact​ ​hours​ ​per​ ​week:​ ​[4 ​hours​ ​per​ ​week]**  **Course​ ​Instructor:​ ​ Course Code : EGCS 703** |

**1. Introduction**

Development of a state is greatly attributed to its governance. The Constitution acts as a fundamental guide to which the policy has to be aligned. It is inevitable for a Public Policy student to have a comprehensive understanding of the Indian Constitution to intervene in the problems that demand solution in the continuous process of policymaking. This paper will also explore the key actors, institutions, regimes, processes and norms of governance.

Through case studies and discussions, it will examine how the aspects of Fundamental Rights and reforms are circumscribed in this process. It will critically analyse the role of regulatory bodies and the emerging regulators in the market. The modules also give thrust to deliver competing perspectives of Public, Private and Non-profit managements and analyse the sources, security, risk and consequences of policymaking.

**2. Course Objectives**

The​ course ​aims to

1. Build understanding about the key concepts and theories involved in governance
2. Make students practice social inquiry and 360 degree analysis on policies — existing and emerging, their constitutional context
3. Impart​ theoretical​ and​ ​practical ​knowledge​​of Public Policy and Policymaking
4. Create a pool of policymakers who reflect and respond to the relevance of the subject matter

**3. Pre-requisites**

1. Graduation in any discipline

2. An elementary reading on Public Policy, Constitution of India and Indian Economics

3. Openness towards new schools of thoughts and an interest to keep you updated

**4. Readings**

There shall be no text books for this course. However, a set of readings has been identified under each module of the course. Students will be required to access these reading materials from the library repository and make their own reading compendium.

Readings of 30−40 minutes length may be assigned before every classroom discussion, either from the given set of materials or from external materials which are related to classroom discussion. This also means the evaluation method does not follow syllabus-examination pattern (kindly see section ‘Evaluation’ for better understanding), and therefore the reading materials are for the purpose of assisting in the formulation of concepts in the minds of students.

**5. Module-wise Topics**

**Module 1:** Indian Democratic Government System

**Topics:**

1. The State, Government and Law
2. Structure of governance; Introduction; Legislature, Executive and Judiciary; Checks and Balance in Indian Constitution
3. Three-tier Panchayati Raj systems, District administration, Public Administration in India and their changing role
4. Introduction to Indian Constitution — Basic Principles and Objectives as Enshrined in the Preamble
5. Fundamental Rights — the role of Fundamental Rights in Policymaking
   1. Case Studies related to Fundamental Rights; Government & Judicial interventions
   2. Case Studies and discussions on equity, gender equality, freedom of expression

**Learning Objectives:**

1. Understanding of the concept of State
2. To have an idea about the Constitution of India, structure of governance, legislation and executive bodies of the State and other instruments of democracy
3. An understanding of how the authorities should exercise and the rights of individuals that have to be safeguarded in a policy
4. It also intends to evoke critical thinking and analytical ability of the students regarding policymaking in line with Constitution

**Learning Outcomes:**

1. Understanding the constitutional structure of India, mode of governance, procedures and protocols, how the Indian Constitution is different from other Constitutions in the world
2. Awareness on the rights and roles of the citizens
3. The responsibilities of the State and how judiciary has interpreted citizens’ rights

**References/Suggestive Readings:**

1. Laxmikanth, M. 2016. *Indian Polity*. 5th ed. McGraw Hill Education.
2. Thiruvengadam, K. Arun. 2017. *The Constitution of India: A Contextual Analysis*. Bloomsbury/Hart Publishing.
3. Vayunandan, Etakula. 2003. *Good Governance: Initiatives in India*. Prentice Hall India Learning Private Limited.
4. Warning, J. Michael. 2009. *Transnational Public Governance: Networks, Law and Legitimacy.* Palgrave Macmillan.
5. Basu, D. D. 2011. *Indian Polity*.12th ed. Lexis Nexis.
6. Pylee, M. V. 2014. *Constitutional History of India*. S Chand.

**Module 2:** Reforms and Regulations

**Topics:**

1. The Centre−State Relation in India
2. The Financial Relations between the Centre and the States
3. The Role of Finance Commissions in Centre−State Relations
4. Understanding Reserve Bank of India
5. Study on the Regulatory Bodies in India
   1. The concept of regulation and the evolution of the regulatory bodies
6. Financial Market Regulators and Their Role in the Emerging Markets
7. Advocacy Studies on Reforms
   1. Case studies based on the committee reports on administrative reforms committee, judicial reforms, electoral reforms, prison reforms and police reforms

**Learning Objectives:**

1. Critically examine various reform committees that were constituted in the public interest
2. A deeper understanding of the various regulatory bodies in existence and their role in emerging markets. Understanding of the new institutional mechanisms and the role of these institutions

**Learning Outcome:**

1. Deeper knowledge of the regulators and reform committees and how they are intertwined and interlinked

**References/Suggestive Readings:**

1. Shah, J. Parth (ed.). *State of Governance, Delhi Citizen Handbook 2009*. New Delhi: Centre for Civil Society.
2. Shahin, Wassim and Elias El-Achkar. 2018. *Banking and Monetary Policies in a Changing Financial Environment: A Regulatory Approach* (Routledge International Studies in Money and Banking). Routledge.
3. Bharti, Pathak. 2018. *Indian Financial System*. 5th ed. Pearson Education.

**Module 3:** Governance — Public and Private Management

**Topics:**

1. Public-Private Partnership Models and Learnings
2. Common Pool Resources and Collective Action Problems, Public Governance, Security Analysis, Risk Assessments and Public Policymaking
3. Legal Research in Public Policymaking
4. How Public Policies are Interpreted in Different Contexts in Different Jurisdictions?
5. Project Assignments

Eg: Discussion on the Privacy laws, Vodafone case, competition commission laws, bankruptcy code, legislative businesses (committees in the Parliament and in Assemblies), readings from SEBI cases, cases dealt by the Appellate Tribunals to the regulatory bodies, internationalisation of the human rights issues, etc.

**Learning Objectives:**

1. Gain a perspective on the increasing role of non-state actors in governance
2. Evoke critical thinking on how political exercise drive or deter policymaking and various other factors that are to be considered while drafting a policy paper

**Learning Outcome:**

1. Understanding of the increasing role of external factors and various pressure groups in altering a policy decision

**References/Suggestive Readings:**

1. Sivaramakrishnan, Aravind. 2011. *Public Policy and Citizenship: Battling Managerialism in India.* Sage publication.
2. [Ingram](https://www.amazon.com/s/ref=dp_byline_sr_book_2?ie=UTF8&field-author=Helen+Ingram&text=Helen+Ingram&sort=relevancerank&search-alias=books), Helen (ed.). *Public Policy for Democracy*. Frank Bros and co.
3. Gupta, M P, Prabhat Kumar, and Jaijit Bhattacharya. 2004. *Government Online: Opportunities and Challenges.* New Delhi:Tata McGraw- Hill.
4. Siwach, Manoj, Abhey Singh, and V Upadhyay. 2013. *Emerging Issues in the Political Economy of Development*. Nirmal Publishing House.

**6. Pedagogy**

The teaching methodology will be primarily lecture oriented, but in participatory brainstorming mode. Proper emphasis shall be given to prior reading and learning activities. Tutorial sessions shall be used to assist students in their analysis about subject matter presented to them through classroom discussions and​ ​reading​ ​materials. Topic-wise teaching pedagogy is mentioned in section 8.

**7. Evaluation​ ​Pattern**

Evaluation will follow a continuous evaluation pattern on a multiple component basis. The evaluation shall be based on the idea that a student should be able to showcase either a persistent commitment or a steady growth. Preferable mode of evaluation for each topic is mentioned in Section 8.

Internal evaluation 50%

External Evaluation: 50%

***Internal evaluation***

Class participation -10%

Individual Assignment- 20%

Case study and Group presentation- 20%

***External Evaluation***

End Semester Exam/or Research project & Viva: 50%

**8. Session-wise Course Outline**

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| Module 1: Indian Democratic Government System | | | | |
| Units | Topics | No: of Hrs | Teaching Pedagogy | Mode of Evaluation |
| 1 | The State, Government and Law | 1 | Lecture | Written exam |
| 2 | Structure of governance; Introduction; Legislature, Executive and Judiciary; Checks and Balance in Indian Constitution | 7 | Lecture |
| 3 | Three-tier Panchayati Raj systems, District administration, Public Administration in India and their changing role | 4 | Lecture  Case study |
| 4 | Introduction to Indian Constitution — Basic Principles and Objectives as Enshrined in the Preamble | 4 | Lecture |
| 5 | Fundamental Rights — the role of Fundamental Rights in the Policymaking  a. Case studies related to Fundamental Rights; Government & Judicial interventions  b. Case studies and discussions on equity, gender equality, freedom of expression | 2  2 | Lecture |

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| Module 2: Reforms and Regulations | | | | |
| Units | Topics | No: of Hrs | Teaching Pedagogy | Mode of Evaluation |
| 1 | The Centre−State Relation in India | 4 | Case Study | Written exam |
| 2 | The Financial Relations between the Centre and the States | 2 | Lecture |
| 3 | The Role of Finance Commissions in Centre−State Relations | 2 | Lecture |
| 4 | Understanding Reserve Bank of India | 2 | Lecture |
| 5 | Study on the Regulatory Bodies in India  a. The concept of regulation and the evolution of the regulatory bodies | 4 | Case Study  Lecture |
| 6 | Financial Market Regulators and Their Role in the Emerging Markets | 2 | Lecture |
| 7 | Advocacy Studies on Reforms  Case studies based on the committee reports on administrative reforms committee, judicial reforms, electoral reforms, prison reforms and police reforms | 4 | Case Study  Lecture |

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| Module 3: Governance —Public and Private Management | | | | |
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| Units | Topics | No: of Hrs | Teaching Pedagogy | Mode of Evaluation |
| 1 | Public-Private Partnership Models and Learnings | 2 | Lecture | Written exam |
| 2 | Common Pool Resources and Collective Action Problems | 3 |  |
| 2 | Public Governance, Security Analysis, Risk Assessments and Public Policymaking | 5 | Lecture |
| 3 | Legal Research in Public Policymaking  How Public Policies are Interpreted in Different Contexts in Different Jurisdictions | 5 | Lecture |
| 4 | Project Assignments  Eg: Discussion on the Privacy laws, Vodafone case, competition commission laws, bankruptcy code, legislative businesses (committees in the Parliament and in Assemblies), readings from SEBI cases, cases dealt by the Appellate Tribunals to the regulatory bodies, internationalisation of the human rights issues, etc. | 5 | Group discussion |